

# 4

## QUALITY CONTROL ACTIVITIES

This chapter provides an overview of the quality control activities for the Arts assessment. Each NAEP team member is vital in ensuring the quality of student data. A comprehensive process is in place to ensure checking and rechecking of all team members' work. Other checks permit you, your field manager, and other Westat staff to identify, diagnose, and resolve potential data problems.

### 1. Overview of Quality Control Activities

Westat has established detailed quality control (QC) procedures for all stages of NAEP 2007-2008 beginning with the selection of the school and student samples and extending to data collection. As part of our overall focus, we have put in place a QC program to ensure that NAEP 2007-2008 field staff members are performing their duties according to the established protocols and to allow for timely identification of potential data or personnel problems. The QC procedures can be grouped into two categories of activities: (1) activities that you perform to ensure data quality and (2) activities conducted by others for the purpose of monitoring field staff performance.

### 2. Supervisor Quality Control Activities

Supervisors play an important role in ensuring the statistical validity of student data, which includes student demographic information as well as completed student assessment booklets. You will use the Quality Control Booklet (QCB) to record the completion of tasks that must be accomplished prior to assessment day, to gauge your assessment administrators' (AAs) assessment day performances, and to conduct the School Coordinator Debriefing Interview. You will verify with school coordinators during the preassessment visit any student demographic data that has been flagged by computer-generated statistical checks. Finally, you will assist Westat as necessary to obtain student demographic data missing from Administration Schedules returned to Pearson.

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## A. QCB

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The QCB is an important document used throughout the assessment process. It is the only document that tracks your work with the school throughout the entire process of planning and supervising assessment activities. The QCB has been developed to ensure that accurate and consistent data are collected for each school. Chapter 7 contains additional information about the QCB.

## B. Student Sampling Summary Report

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Once listings of students have been submitted by E-Filing or manually entered using the Student Data System (SDS), the student demographic data undergo a series of statistical checks. Any checks that result in a warning message are printed on a Student Sampling Summary Report, which you will review with the school coordinator. You will record notes about revisions to student demographic data in the QCB. Chapter 3 and Appendix D provide more information on the Student Sampling Summary Report.

## C. Providing Complete and Accurate Student Demographic Data

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It is our goal that all student demographic data on the Administration Schedules are complete and accurate. Throughout the field period, Westat will send e-mail messages to supervisors with copies to their field managers identifying schools in which there are either missing or questions about the student demographic data. This section discusses the procedures supervisors will follow for assuring complete and accurate student demographic data and responding to these e-mail messages.

As assessment materials are received at Pearson, the Administration Schedules are scanned and files containing the data from the Administration Schedules are sent to Westat twice a week. Westat will check the student demographic data in these files. If there are any issues with the data, the procedures that will be followed are outlined below. These have changed somewhat from NAEP 2007.

- An e-mail message is sent from the NAEPQC mailbox to the supervisor (with copies to the field director and field manager).
- Supervisor
  - prints out the message that contains specific information about the issue;
  - locates missing information or obtains correct data, if necessary;
  - records information on the printed out e-mail message;
  - goes to the Post Assessment tab for the school in the School Control System and clicks on the link for the issue in the new NAEPQC section of this tab; and
  - updates the information to resolve the issue.
- System checks the supervisor's entry and notifies supervisor if there are still problems.

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As in the past, if any of the issues below are noted, the data cannot be processed until they are resolved.

- Missing student demographic data;
- No students coded “2” (“No”) for new enrollee status; and
- Some, but not all students coded (“universal” codes):
  - “4” for school lunch (“School does not participate in NSLP”);
  - “5” for school lunch (“School refused”); and
  - “7” for race/ethnicity (“School does not collect this information”).

A brief word about the “Universal” codes is in order. Most of the demographic codes used in NAEP can vary from student to student. For example, there are six codes (numbered from 1 to 6) available for identifying a student’s race/ethnicity. Generally, every student is coded with one of these codes, but if a student’s race/ethnicity is not available for some reason, it is permissible to use code 9 - “Information unavailable.”

However, there are situations in which the same code should be used for every student. For example, if a school does not participate in the National School Lunch Program (NSLP), every selected student will be coded 4 - “School does not participate.” Likewise, if a school refuses to provide school lunch information, every student will be coded 5 - “School refused.” If, on the other hand, the school can provide the information for all but one student, that student should be coded 9 - “Information unavailable” and not school refused. If only one student is coded 5 for NSLP, an issue will be sent to the supervisor so that the code can be corrected.

Details for these procedures are explained further in Appendix F (*SCS User’s Guide*).

### **3. Other Quality Control Activities**

#### **A. School Visits by NCES, ETS, Westat**

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Staff members from National Center for Education Statistics (NCES), the Educational Testing Service (ETS), and Westat will regularly conduct scheduled quality control visits to schools on assessment day. The purpose of the site visits is to ensure that the procedures before, during, and after the administration are being conducted according to NAEP guidelines.

## **B. Quality Assurance Visits by HumRRO**

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NCES has contracted with Human Resources Research Organization (HumRRO) to conduct independent quality assurance (QA) activities throughout the NAEP test cycle. A large portion of HumRRO's QA activities includes visits to training and assessment locations. The locations of assessment observations are selected from a comprehensive list of all testing sites and the selection represents schools from across the country as well as schools of various sizes. Particular NAEP staff members are not targeted for observation.

School visits are an integral and necessary part of NAEP's QC program, and this check has been designed to obtain an overall evaluation of how well the field procedures are being followed by all field staff.

A HumRRO staff member will contact the supervisor (or another contact provided by Westat) affiliated with each selected site visit location via telephone to inform him/her the site has been selected for QA observation. At that time, he/she will discuss the details of the visit and make arrangements to meet the team on the day of the administration.

### **Observation Protocol**

A team of two observers conducts most HumRRO site visits. Observation teams are instructed to split up during the visit, to observe all session types being conducted in a given school (e.g., regular and accommodation sessions), and to remain as unobtrusive as possible. HumRRO staff members may need to ask questions of NAEP staff to ascertain whether certain activities have been performed, but should do so only when it will not disrupt the assessment administration activities. Anytime a task is not observed being performed correctly, HumRRO observers are trained to provide full documentation of the specifics of the situation (for example, any extenuating circumstances that may have prevented the task from being performed).

### **Observation Checklist Items**

HumRRO has designed separate rating sheets for pre-, during- and post-assessment activities, and for both supervisor and AA duties. It is important to note that these are only activities that NAEP staff members are expected to perform on the day of assessment. An additional checklist addressing the secure handling of NAEP materials is also completed. Checklists include items related to (though not limited to) the following assessment day responsibilities:

- room preparation;
- informing AAs of school protocol;
- classroom management during testing;
- completion of paperwork; and
- general handling of materials.

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### **Interactions Between HumRRO and NAEP Staff Members**

Based on the above checklist, it is clear that HumRRO observation teams and NAEP assessment administration teams may experience a variety of interactions, including the following:

- observation from a distance;
- personal inquiry (as to whether or not a specific task was performed); and
- “looking over the shoulder” observation.

#### **Observation From a Distance**

The majority of assessment day activities will be easily observable by HumRRO staff. It should be possible for NAEP staff to work while taking little or no notice of the HumRRO team. Observers generally try to find a seat in which they can observe all activities while maintaining a comfortable distance between themselves and the assessment administration team.

#### **Personal Inquiry**

In some instances, job tasks, such as booklet preparation, are performed prior to the arrival of the HumRRO team or are simply not directly observable. If the opportunity arises, a HumRRO staff member may approach a member of the administration team to verify that a given task was performed.

#### **“Looking Over the Shoulder” Observation**

HumRRO staff members are instructed to observe detailed job tasks including the proper completion of testing materials and paperwork. In some situations, HumRRO staff may quietly walk amongst team members and view their work.

A collegial atmosphere has emerged between HumRRO and NAEP staff during many site visits, which has led to more frequent interchanges between members of either group. As a result, it may seem that when HumRRO staff members are present, they are working with NAEP staff. It is important, however, to note that HumRRO staff members are not present to advise NAEP staff on proper procedure. Some additional examples of what should not be expected of HumRRO observation staff include:

- preparing or assisting in the preparation and/or completion of assessment materials;
- monitoring classrooms/answering students’ questions; and
- maintaining the security of test materials.

At the end of each site visit, time permitting, HumRRO observers will ask NAEP staff a series of questions designed to gather information on how the efficiency and accuracy of future administrations might be improved. Any feedback collected during this brief interview, along with any comments made throughout the visit, may be included in the site visit report and clearly noted as NAEP staff comments.

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### **C. School Visits by Your Field Manager**

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In addition to the observations by NAEP staff, your field manager will conduct school visits to observe each assessment team periodically throughout the assessment period. These visits will be scheduled with you in advance. The purpose of the field manager's visit is similar to that of the NAEP staff visits. The field manager will observe each assessment team and check that all administrative procedures conducted by the assessment team are done according to procedure. The field manager will also be available during these visits to answer questions that school staff may have about NAEP and to assist the NAEP team as necessary with assessment procedures.

### **D. Follow-up Telephone Calls to Schools**

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As an additional QC check, your field manager and other Westat staff will call a subset of schools within several days after the assessment date to review with the school coordinator how the session(s) went and to obtain suggestions and comments about NAEP assessments.

## **Chapter 4 Summary**

Now that you have completed this chapter, you should be able to:

- identify the quality control activities you will perform; and
- identify the quality control activities NCEES, ETS, Westat, HumRRO and your field manager will perform.

# 5

## SELECTING THE STUDENT SAMPLE

Selecting the student sample is one of the most important responsibilities of NAEP supervisors. It is critical that the procedures described in this chapter are followed carefully, including all of the quality checks that have been built into the procedures. Close attention to detail will ensure that the student sample has been properly selected.

### 1. Prepare for Student Sampling

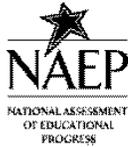
As in the past, schools were given the option to E-File their electronic files of student information directly to Westat. The Westat statistical and data processing staff will sample these schools and transmit data directly to Pearson and to the Student Data System (SDS) on your laptop. You are responsible for selecting the student sample for the remaining cooperating schools in your assignment. The public school sample may be selected in or near the state office or in your home, if permitted by the NAEP State Coordinator.

The deadline for schools, districts, and states to E-File was November 16, 2007. The deadline for supervisors to transmit in-field samples to Westat so they could be sent to Pearson for preprinted Administration Schedules was November 25, 2007. In-field student sampling can continue after November 25, however, those samples will not be preprinted on Administration Schedules.

In preparation for sampling activities, public schools that have not E-Filed have been requested to prepare a list of their students and send it to the NAEP State Coordinator by the date set by him/her and published on the MySchool website. Your field manager will be in touch with the NAEP State Coordinator's office to discuss whether he/she will send you the lists of students for sampling or if you will sample the students in the state office.

Student samples in private schools that have not E-Filed are selected using the same steps as described in this chapter for public schools. All schools (public and private) have been sent the Preparing Student Lists for NAEP (Exhibit 5-1) document. Following the instructions in this document, schools not E-Filing will prepare a list of all of their eligible students.

## Exhibit 5-1. Preparing Student Lists for NAEP



NAEP 2008  
Arts Assessment

Preparing Student Lists for NAEP

A list of all students enrolled in the 8<sup>th</sup> grade must be provided to NAEP so that the sample of students to participate in NAEP may be drawn. Lists can be provided in one of two ways:

- E-Filing an Excel file of students via the Internet through your school's MySchool web site at [www.mynaep.com](http://www.mynaep.com) before the deadline noted on [MySchool](#). Complete instructions for E-Filing are included on the MySchool site; or
- Sending a hard-copy (typed or computer-generated) list or Excel file of students to your NAEP State Coordinator (public schools) or keeping the list at the school (private schools).

The instructions below are meant to help you prepare the list. If you have any questions, contact your NAEP representative or call the NAEP help desk at 1-800-283-6237.

- The list must include **ALL students enrolled in the 8<sup>th</sup> grade** using the most current enrollment records available.
 

Year-round schools should not include the students who will be on break on assessment day<sup>1</sup>.
- Include on the list all students in the 8<sup>th</sup> grade, even those who may be excluded from other testing programs (such as some students with disabilities or English language learners).
- Also include students in the 8<sup>th</sup> grade who were displaced from other locations due to hurricanes and other disasters.
- Include the following data in the list of eligible students: (See the next page for NAEP's categories for these data elements. Define your categories.)
  - Student **first and last name**. (Alphabetical by last name preferred; two columns if E-Filing.)
  - **Grade** in school (8)
  - **Homeroom** or other locator. This locator information is needed to minimize disruption on assessment day. Indicate homeroom number, track number, or any other type of grouping that you use that will be helpful in

locating students and notifying them of the assessment.

- **Month and year of birth** (MM/YYYY or MM/YY; two columns if E-Filing).
- **Gender**.
- **Race/Ethnicity**.
- **School Lunch indicator**.
- **SD indicator** for students having an Individualized Education Program (IEP), 504 plan, or equivalent classification **for reasons other than being gifted and talented**.
- **ELL indicator** for students classified by the school as English language learners or limited English proficient.

If you are unsure about some of the information or it is not available for some students (e.g., school lunch eligibility), leave the column blank or assign a code that means the information is unavailable at this time. The data for sampled students will be obtained by NAEP staff from the school prior to the assessment.

NAEP's categories for student background variables are:

**Race/Ethnicity:**

- **White, not Hispanic:** A person having origins in any of the original peoples of Europe (except Spain), North Africa, or the Middle East.
- **Black, not Hispanic:** A person having origins in any of the Black peoples of Africa.
- **Hispanic:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish (but not Portuguese) culture of origin, regardless of race.
- **Asian or Pacific Islander:** A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the original peoples of the Pacific Islands. These areas include, for example, China, Japan, India, Korea, the Philippine Islands, Samoa, and Hawaii.
- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

<sup>1</sup> The assessment date is noted in the letter from your NAEP State Coordinator (public schools) or your NAEP representative.

## Exhibit 5-1. Preparing Student Lists for NAEP (continued)

If necessary, schools may use the following:

- **Other:** A person who identifies with more than one of the first five categories or has a background other than the ones listed.
- School does not collect this information. (Available for nonpublic schools only.)
- Information unavailable at this time

### National School Lunch Program (NSLP):

- Student not eligible
- Free lunch. *Schools participating in Provisions 2 or 3 of the NSLP should code all students as "free lunch". If it is not possible to distinguish between "free" and "reduced price" for some students, code these students as being eligible for free lunch.*
- Reduced price lunch
- School not participating
- Information unavailable at this time

### Students with Disability (SD):

- Yes, IEP. *If it is not possible to distinguish between "Yes, IEP" and "Yes, 504" for some students, code these students as Yes, IEP.*
- Yes, 504
- Yes, IEP or 504 in process
- No, not SD
- Information unavailable at this time

### English Language Learners (ELL):

- Yes, ELL
- No, not ELL
- Formerly ELL. *(monitored for AYP reporting) If a student has achieved full English proficiency within the previous 2 years and the state includes formerly ELL students in its AYP reports, the student may be coded as "formerly ELL". Public schools, please contact your*

*NAEP State Coordinator for guidance on using this code.*

- Information unavailable at this time

In addition to providing student demographic information, follow the guidelines below:

- Include the school name and address and district name on the list.
- Number the students.
- Double-space the list.
- Allow a right-hand margin of at least 2 inches.
- Define all codes used.
- Include preparer's name and phone number.
- Year-round schools should not include students who will be on break on assessment day.

If necessary, a Student Listing Form is available to be filled out by hand. Notify the NAEP representative if you will need this form.

**Private schools:** Keep all hard-copy lists at your school until the NAEP representative arrives in December or January to select the sample.

**Public schools:** Send your hard-copy list or Excel file to your NAEP State Coordinator by the date specified on Step 2 of the MySchool web site.

If you have any questions, call the NAEP Help Desk at 1-800-283-6237.

THANK YOU

An example of a hard-copy list of 8<sup>th</sup> grade students is shown below:

Main Street School, 12 Main Street, Any Town, MX. Fisk School District.

	Student Name	Grade	Home-room	Birth Date	Gender	Race	NSLP status	SD	ELL
1	Mary K. Albathy	8	101	12/94	2	W	N	IEP	
2	Scott L. Barnes	8	101	05/94	1	W	N		
3	Perry M. Buckley	8	103	03/93	1	A	F	IP	Yes
4	Latisha Jones	8	103	10/94	2	B	R		

**School codes:** GENDER: 1=male; 2=female. RACE: W=White; B=Black; A=Asian; I=Am. Indian; H=Hispanic; O=Other. NSLP: N=student not eligible; R=reduced price; F=free. SD: IEP = Has IEP; 504 = Has 504 Plan; IP = In Process. Prepared by Fran Cole. Ph 555-234-9876

## **A. Receive Information About Sampling From Your Field Manager**

Your field manager has taken the lead in discussing sampling arrangements with the NAEP State Coordinators and will update you on activities including:

- when the state has mailed notification letters to districts and schools,
- which states will submit state-level E-Files or have encouraged their schools to E-File individually, and
- what percentage of the selected schools are expected to submit their list of eligible students in hard copy form.

NAEP State Coordinators are responsible for working with the sampled public schools in their states and determining whether the state will submit electronic files or encourage their schools to E-File individually.

For those states not submitting a state-level E-File, those schools that do not E-File will be instructed by the NAEP State Coordinators to send the lists to the NAEP State Coordinator offices.

Your field manager will meet with you and the other supervisors from your state at Supervisor Training to discuss sampling arrangements in states not submitting state-level E-Files.

For those states that submitted E-Files, field managers may ask supervisors to assist other states that did not E-File.

Most likely, all eligible students will be assessed in the private schools. (There probably will be fewer than the maximum to be assessed without sampling: 40 grade 8 students.) It is also likely that there will be very few, if any SD and/or ELL students in these schools. Therefore, when you discuss the number of eligible students and student sampling with the school coordinator, you can probably tell him/her that all of the students will be assessed. This will allow the school coordinator to send the Parent/Guardian Notification Letters out before you sample since they could be sent to the parents of all eligible students.

Even if all eligible students are to be assessed, you must still sample with the SDS and enter the students' demographic data in it and transmit the data to Westat. It is important that the data analysis is run at Westat on all student samples.

If you discover sampling is taking much longer than planned and will prevent you from finishing by your deadline, notify your field manager immediately. The earlier you can notify the field manager, the quicker he/she will be able to provide you with help. Do not view such a request as an admission of failure; it is simply recognition the work is taking longer than anticipated.

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## B. Determine Which Schools Have E-Filed

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You can identify which schools have E-Filed by checking the School Control System (SCS). Report 6, the Sampling Report, will include the “Sampling Method” field. If the school has E-Filed, this will be noted in this field.

For public schools that did not E-File, you can monitor the receipt of hard copy lists in the state office by running a Data Selection report using the field labeled “SLF Receipt Date.”<sup>1</sup> As the NAEP State Coordinator receives hard copy lists from schools, he/she should be entering the date received in the SCS.

## C. Suggestions for Organizing the Sample Selection Process

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Because of the volume of material with which you will be working and the short timeframe in which you must complete the sample selection, it is critical that you take a very organized approach to this work. Below are some suggestions designed to assist you in organizing and completing the job.

- Do not try to memorize the instructions and procedures involved in the sampling process. You should have the Sampling Checklist (Exhibit 5-2) and this manual with you throughout the sampling process.
- As you begin the sampling process for each school, make absolutely certain that you are correctly identifying the school to be sampled. Some school names may occur more than once within a state, so you should check the district name and mailing address to be sure you select (in the computer) the school ID number for the correct school. Mistakes will cause severe problems throughout the NAEP sampling and data collection process.
- The sampling directions note that several of the steps that are prone to error are to be rechecked. **This must be done to ensure that the sample is drawn correctly and are required quality control checks.** Quality control checks must be conducted by someone other than the person who performed the original task. You may use other NAEP staff to assist you in this process.
- Once you have determined an efficient method of working with other NAEP staff who are assisting you, stick with that procedure. Always follow the directions one step at a time, and make sure you are efficiently delegating the work. (See section 3, “Using Other Staff to Assist in Sampling Procedures.”)



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<sup>1</sup> In the early years of NAEP, all schools were provided with copies of a form called the Student Listing Form (SLF) on which they were expected to record information about all of the students in the selected grade. Today, references to SLF are generally to a hard copy list or Excel file of all eligible students in a school, which is most often produced by a computer system.

## 2. Review the Sampling Process

The sampling process includes the following tasks:

- Once you have determined that the student list is complete, use the SDS on your NAEP laptop computer to select students from the school's list of eligible students. Access the SDS by double-clicking on the SDS icon on your laptop computer.
- Follow the instructions for selecting a school and drawing the student sample in the *SDS User's Guide*. Print the sampling line numbers generated by the computer.
- Print out the Instructions for Sampling New Enrollees.<sup>2</sup> This document will be printed from the SDS immediately after the sampling line numbers, and stored in the School Folder for future use during the preassessment visit.
- Enter the names of sampled students and all available demographic information in the SDS.
- Write the student information on the appropriate Administration Schedules when they are received from Pearson.
- Put the sampling line number printout in the School Folder.
- Transmit data to Westat daily.

Before you begin sampling, check to make sure you have all the necessary materials:

- computer and printer,
- printer paper and, if traveling and using the portable printer, extra printer cartridges,
- Sampling Checklist (Exhibit 5-2),
- this manual, and
- School Folders.

In addition to these materials, which we will provide, there are other general materials you should have available. These include stapler and extra staples, pencils, paper clips, different color pens and markers, scissors, tape, a ruler, and extra blank paper. The extra paper may be needed if you have school-generated lists without space to number and designate the selected students. The extra paper can be attached to one side of the list to extend the sheet and give you some additional space to write.

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<sup>2</sup> At the preassessment visit, the school will provide a list of currently enrolled students. This will be compared with the originally submitted list from which the sample was selected. Any students not on the original list will be put on the New Enrollee Listing Form. The sample will be selected from this form using the Instructions for Sampling New Enrollees.

## Exhibit 5-2. Sampling Checklist

### NAEP 2008 SAMPLING CHECKLIST Arts Assessment

- Review the list of students to ensure it is complete:
  - The last names should cover the alphabet reasonably.
  - Students listed should only be in the sampled grade including displaced students (all others are ineligible and should be lined through).
  - SD/ELL – Particularly in public schools, if there are NO students (or if EVERY student is) coded as SD or ELL contact your field manager for guidance.
- Carefully check the codes used for sex, SD, ELL, race, etc. on the school's list. There should be an explanation of the school's codes. If not, contact your field manager for guidance.
- Year-Round Schools with students "on break":
  - Eligible students who will be "on break" on assessment day should not be listed, but if they are, they should be clearly marked on the list as "on break".
  - Do not number students who will be "on break" nor include them in the total number of listed students.
  - Record the percent of students who will be "on break" in the SCS on the School Edit, Sampling tab. (See supervisor manual sampling chapter for calculating this percentage.)
- Number the eligible students. Do not include students "on break" in multi-track year-round schools. If students "on break" were listed and the list was numbered by the school, the list must be renumbered. (Other staff can help with this task.)
- Double check the numbering of students even if the list was numbered when received to ensure that no numbers have been duplicated or skipped. (Other staff can help with this task.)
- Compare the total number listed with the Actual Enrollment from the SCS. If the numbers differ by 5 or more, determine reason for discrepancy. Resolve discrepancy and continue.
- Use the Student Data System (SDS) on NAEP laptop to select the sample:
  - Locate the school on the SDS, double check the NAEP ID, and click on the school's name.
  - Click on the Student Sampling button and click "Yes" to begin the primary sample process.
  - Enter total number from list of students and click on Select Primary Sample button.
- Print primary sample line numbers (the Field Sampling Line Numbers Form) and Instructions for Sampling New Enrollees.
- Put Instructions for Sampling New Enrollees in the school folder.
- Using the Field Sampling Line Numbers Form from the SDS, mark the selected students on the school's list of eligible students.

**Exhibit 5-2. Sampling Checklist (continued)**

- Double-check the selected students against the Field Sampling Line Numbers Form. (This quality control check should be performed by someone other than the person who performed the original task.)
- Enter the student names and available demographic information in the SDS.
- Print out the Student Information Report and have someone double check the data entry against the school's list of eligible students. (This quality control check should be performed by someone other than the person who performed the original task.)
- After making any necessary corrections in the SDS, click on the Data Check button on the SDS and print out and review the report. Missing and duplicate student names and birth dates must be corrected before proceeding.
- Click on "Data Entry Complete" button.
- Print out a good copy of the Student Information Report.
- Write sampled student names and available demographic information on the Administration Schedule for the appropriate session and school. (Other staff can help with this task.)
- Double check the data entry against the school's list of eligible students. (The quality control check should be performed by someone other than the person who performed the original task.)
- Put Field Sampling Line Numbers Form in the school folder.
- Transmit data to Westat daily to back up your data and so that the data quality checks can be run in the home office.

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## Procedure S1. Use the Sampling Checklist to Prepare the Student List for Sampling

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The Sampling Checklist (Exhibit 5-2) is a summary of the steps you will follow when selecting each student sample that should be kept accessible while you are sampling. It presents the steps discussed below in a more concise manner.

### S1A. Review the List of Students.



Before the sample can be drawn, you must review the list of students provided by the school. If necessary, clarify codes used by the school, confusing markings, and/or partially erased or crossed-out names. You should carefully review the list for the following items:

- The last names should cover the alphabet reasonably. The larger the school, the more likely that last names will begin with all of the letters of the alphabet.
- Students listed should be only those in the sampled grade, including students who were displaced from other locations due to hurricanes or other disasters. (All others are ineligible and should be lined through.)
- Particularly in public schools, if there are no students (or if every student is) coded as SD or ELL, you should contact your field manager for guidance.
- You should also carefully check the codes used for sex, SD, ELL, race, etc., on the school's list. The school should have included an explanation of the codes it uses for these variables. If the school did not include an explanation, you will need to contact your field manager for guidance.

#### Dealing With Year-Round Schools With Students Who Are On Break

If the school is a multi-track year-round school,<sup>3</sup> eligible students who will be on break on assessment day should not be listed. However, if they are, they should be clearly marked on the list as on break. These students should not be numbered or included in the total number of eligible listed students.

You should record the percentage of students who will be on break in the SCS if it is not recorded on the School Edit, Sampling tab. This is important information needed by the statisticians for weighting student data. Calculate the percentage of students who will be on break by dividing the number of these students by the sum of the number of students in the numbered list of eligible students plus the number of students on break. Multiply the results by 100 and round the decimal to the nearest whole number.

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<sup>3</sup> Multi-track year-round school: School that operates 12 months of the year in which the students are divided into two or more tracks, one of which is on break or on vacation at a time. Running a Data Selection report, including "Calendar Type," will identify these schools in the SCS.

**S1B. Number the Students on the List.**

Number the eligible students sequentially from “1” to the total number of students on the list. Do not number students who will be on break on assessment day in multi-track year-round schools.

- If the school has used the Student Listing Form provided by NAEP, number the students in the “For Sampling Use Only” column labeled “Line #” (see Exhibit 5-3).
- If the school has provided a printout, number the students neatly in the margin.
- If the school has provided a computer-generated list that is already numbered, verify that the numbering is correct. Note whether a header row on the first and succeeding pages may have been included in the numbering. If the list has numbered students who are ineligible, the list must be renumbered.
- If a year-round school provided a list that is already numbered and it has numbered students who will be on break, the list must be renumbered.

Please take care to follow the sequence when numbering, not missing any numbers and not using any numbers twice. It is extremely important that you number the lines correctly. Although this is a simple task, it can be a primary source of errors in sampling.

If the school has provided a computer-generated list and numbered the students, you should double-check the numbering as noted in the next section.



## Exhibit 5-3. NAEP 2008 Student Listing Form (continued)

## INSTRUCTIONS FOR LISTING STUDENTS

If you are unsure about some of the information or it is not available for some students (e.g., school lunch eligibility), leave the column blank or assign a code that means the information is unavailable at this time. The data for sampled students will be obtained by NAEP staff from the school prior to the assessment.

**NAEP's categories for student background variables are listed below.**

**Provide an explanation for your codes.**

**Race/Ethnicity:**

White, not Hispanic: A person having origins in any of the original peoples of Europe (except Spain), North Africa, or the Middle East.

Black, not Hispanic: A person having origins in any of the Black peoples of Africa.

Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish (but not Portuguese) culture of origin, regardless of race.

Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the original peoples of the Pacific Islands. These areas include, for example, China, Japan, India, Korea, the Philippine Islands, Samoa, and Hawaii.

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

If necessary, schools may use the following:

Other: A person who identifies with more than one of the first five categories or has a background other than the ones listed.

School does not collect this information. (Available for non-public schools only.)

Information unavailable at this time

**National School Lunch Program (NSLP):**

Student not eligible

Free lunch. Schools participating in Provisions 2 or 3 of the NSLP should code all students as "free lunch". If it is not possible to distinguish between "free" and "reduced price" for some students, code these students as being eligible for free lunch.

Reduced price lunch

School not participating

Information unavailable at this time

**Students with Disability (SD)** (Students having an Individualized Education Program (IEP), 504 plan, or equivalent classification for reasons other than being gifted and talented.):

Yes, IEP. If it is not possible to distinguish between "Yes, IEP" and "Yes, 504" for some students, code these students as Yes, IEP.

Yes, 504

Yes, IEP or 504 in process

No, not SD

Information unavailable at this time

**English Language Learner (ELL)** (Students classified by the school as English language learners or limited English proficient.):

Yes, ELL

No, not ELL

Formerly ELL (monitored for AYP reporting). If a student has achieved full English proficiency within the previous 2 years and the state includes formerly ELL students in its AYP reports, the student may be coded as "formerly ELL". Public schools, please contact your NAEP State Coordinator for guidance on using this code.

Information unavailable at this time

## S1C. Recheck the Numbering of Students.



Before you can begin sampling, you must recheck the numbering of students. This task should be done by someone other than the person who originally numbered the list. If a mistake is discovered and the list is small, it can be renumbered easily. On larger lists, you will want to use the following techniques to correct the error and create a usable numbering scheme.

There are two basic errors that could be made:

- **Missing a Number:** If one or more numbers are missed, assign the missing number(s) to the last one (or more) names on the list. A simple example of 10 students is shown below:

Line #	Student Name	Birth Date
1	Joan L. Baskin	6/93
2	Helen B. Cadell	7/93
3	Joyce E. Davis	8/93
4	Jack W. James	9/93
6	Mavis L. Masters	10/93
7	Anna S. Noel	11/93
8	Sandra B. Pratt	12/93
9	Carol A. Prentiss	1/94
10	Peter J. Smith	2/94
44 5	Lisa R. Thomas	3/94

- **Number Is Used Twice:** If one or more numbers are used twice, cross out the duplicate number and assign it the number that follows the last number used at the end of the list. This concept is illustrated below:

Line #	Student Name	Birth Date
1	Joan L. Baskin	6/93
2	Helen B. Cadell	7/93
3	Joyce E. Davis	8/93
<del>3</del> 10	Jack W. James	9/93
4	Mavis L. Masters	10/93
5	Anna S. Noel	11/93
6	Sandra B. Pratt	12/93
7	Carol A. Prentiss	1/94
8	Peter J. Smith	2/94
9	Lisa R. Thomas	3/94

If the school has provided a computer-generated list, you must double-check the numbers. Even with a computer-generated list, it is possible that a change was made, causing a number to be incorrect. For example, if the list was produced in Excel and a student name was deleted, the number associated with that student might also be deleted. In addition, sometimes the header row at the top of each page is included in the numbering sequence. When this is the case, renumber the students as shown in the appropriate example on the previous page.

### **S1D. Compare the School's Student List and Actual Enrollment From the SCS.**



Once you have numbered the students or confirmed the numbering, compare the total number of students listed with the actual enrollment recorded in the SCS on the General tab. It is anticipated that these figures will match. However, if there is a **discrepancy of five or more students**, this should be investigated with the school. The concern is that the school may have omitted students they expect to exclude or that this is the result of an oversight. You may first want to review the list to see that the first letters of the last names cover the entire alphabet. It is not uncommon for a page to be missing when lists are faxed or mailed. If there is a discrepancy, it must be resolved by speaking to someone at the school. Consult your field manager for guidance.

### **Procedure S2. Use the SDS to Select the Student Sample**



If there is agreement between the number of students listed and the actual enrollment in the SCS, or once a discrepancy has been resolved, you will use the SDS to select the sample of students and print out the Field Sampling Line Numbers Form which displays the selected line numbers of the sampled students (Exhibit 5-4). After printing the line numbers of the sampled students, you will print the Instructions for Sampling New Enrollees, which displays the line numbers for the sample of new enrollees (Exhibit 5-5). See the *SDS User's Guide* for instructions on using the SDS to draw the sample.

Place the Field Sampling Line Numbers Form and the Instructions for Sampling New Enrollees in the School Folder for use at the preassessment visit.

Exhibit 5-4. Field Sampling Line Numbers Form

<b>NAEP 2008 Field Sampling Line Numbers Form - ARTS</b>				<b>1:15PM</b>	
<b>School ID:</b>	<b>9920161</b>	<b>Region:</b>	<b>TS-1</b>	<b>Area: 1</b>	<b>10/8/2007</b>
School Name:	West Junior High School				
School Address:	130 N 6th St Farmington, TS 12345				
Year-round School: No					
35 students were sampled from 180 listed by this School.					
<b>Students Selected for the Sample</b>					
<b>M2 session</b>					
Using the line numbers listed below, record an M2 next to the student's line number to indicate that the student has been selected for the assessment.					
6, 16, 27, 37, 47, 58, 68, 78, 88, 99, 109, 119, 130, 140, 150 160, 171					
<b>V2 session</b>					
Using the line numbers listed below, record an V2 next to the student's line number to indicate that the student has been selected for the assessment.					
1, 11, 22, 32, 42, 52, 63, 73, 83, 94, 104, 114, 124, 135, 145 155, 166, 176					

## Exhibit 5-5. Instructions for Sampling New Enrollees

School Name: West Junior High School

1:15PM

School ID: 9920161

10/8/2007

## NAEP2008 INSTRUCTIONS FOR SAMPLING NEW ENROLLEES - ARTS

1. Obtain from the school coordinator a list of all students in the sampled grade.
2. Compare the list of currently enrolled students to the list of students from which the sample was selected. Highlight the names of eligible students on the list of currently enrolled students that are not on the list from which the sample was selected.
3. Copy the highlighted student names from the list of currently enrolled students on the New Enrollee Listing Form.
4. Note the line number of the last student listed on the New Enrollee Listing Form. If there are more student names than line numbers below, call your field manager for directions before proceeding.
5. Sampling new enrollees.

## M2 session

To identify the students selected for the assessment, enter an M2 next to the line numbers listed below on the New Enrollee Listing Form in the column headed 'Sampled':

1, 11, 22, 32, 42, 52, 63, 73, 83, 94, 104, 114, 124, 135, 145

155, 166, 176

## V2 session

To identify the students selected for the assessment, enter an V2 next to the line numbers listed below on the New Enrollee Listing Form in the column headed 'Sampled':

6, 16, 27, 37, 47, 58, 68, 78, 88, 99, 109, 119, 130, 140, 150

160, 171

Many line numbers have been provided. This should be more than enough; in fact, you may only need to use the first few line numbers.

6. After sampling is completed, copy the sampled students' names and other demographic data onto the appropriate Administration Schedule.
7. Enter a "1" in column M ("New Enrollee") of the Administration Schedule for each selected newly enrolled student.
8. Remind the school coordinator that the parents of all sampled newly enrolled students must be notified about the assessment before they can be assessed.
9. Store the New Enrollee Listing Form and these Instructions in the school folder.

---

### Procedure S3. Indicate the Sample on the List of Students

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Once you have printed the Field Sampling Line Numbers Form with its list of sampled line numbers, identify the sampled line numbers on the list of students provided by the school. To do this:

- If the school has used a NAEP Student Listing Form, enter the appropriate abbreviation for the session type for which the student was selected in the “Sampled for Session” column on the appropriate line number (see Exhibit 5-6).
- If the school has provided a computer-generated list, enter the appropriate session type abbreviation in the margin next to the line numbers of the selected students.

### Procedure S4. Recheck That the Session Type Abbreviation is Recorded on the Correct Student Lines

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This check should be done immediately to verify that the session type abbreviation has been recorded for the appropriate line numbers on the list. This check should be conducted by someone other than the person who recorded the abbreviation on the student lists.

### Procedure S5. Record Sampled Students in the SDS

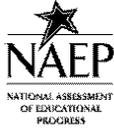
---

#### S5A. Enter Information About Sampled Students in the SDS.



Enter the complete student name (first name, middle initial, last name) and other demographic information in the SDS. Using information provided by the school, convert demographic information to the NAEP codes. This information can be entered by hand later on the Administration Schedule if you do not have enough information for the conversion. **Only** use the code definitions provided by the school to convert the demographic information to NAEP codes—**never assume that you know what the school’s codes mean.**

**Exhibit 5-6. Student Listing Form With Sample Indicated**



**NAEP 2008 Arts Assessment  
STUDENT LISTING FORM**

Page 1 of 9

School Name: West Junior High School  
 Address: 130 N 6th St  
Farmington, TS 12345

Prepared by: Ben Bates  
 Preparer's Phone Number: (354) -555-5555

District Name: Walker County School Dist

QUESTIONS? Call 800-283-6237

**DIRECTIONS:** COMPLETE FOR EVERY STUDENT IN THE 8th GRADE. Include students who may be excluded from other testing programs, such as some students with disabilities or English language learners. TYPE OR PRINT. See information on back. Photocopy as necessary.

Provide an explanation for the codes you enter in columns E-H.

-A- Student Name	-B- Home-room	-C- Birth Date (MM/YY)	-D- Gender	-E- Race	-F- NSLP status	-G- SD	-H- ELL	For Sampling Use Only	
								Line #	Sampled for session
Mark Abate	101	04/94	M	W	N/A			1	V2
Shamika Adams	101	03/94	F	B	N/A	IEP		2	
Neely Myatt Alexander	150	09/94	F	W	N/A			3	
Timothy Charle Allen	150	01/94	M	W	N/A	IEP	Yes	4	
Susan Alto	101	02/95	F	H	N/A	IEP		5	
Richard Alexan Anderson	101	07/94	M	W	Free			6	M2
Karess Alisha Arnold	101	11/94	F	B	N/A			7	
Matthew Tyler Austin	232	06/94	M	W	N/A			8	
Alex Rashad Baldwin	232	05/94	M	B	N/A	504		9	
Haley Sherree Barker	150	02/94	F	B	N/A			10	
Nicole Marie Barker	150	12/95	F	B	N/A			11	V2
Tim Bates	101	06/94	M	W	Free			12	
Brittany Nicol Benson	232	04/94	F	W	N/A	IEP		13	
Matthew Boger	150	02/94	M	W	N/A	504		14	
Amy Lynn Bost	101	08/94	F	W	Red			15	
Carol Bostwick	101	10/94	F	W	N/A			16	M2
Jason Edward Bowles	101	09/94	M	W	N/A			17	
Catlin Bowman	222	07/94	M	W	N/A			18	
Brittany Diann Bridges	150	03/94	F	W	N/A			19	
Shanicka Danie Brown	232	02/9	F	B	N/A			20	

---

## **S5B. Demographic Variables Codes Used on NAEP 2008 Administration Schedules.**

The NAEP 2008 demographic categories and their codes are the same as in 2007, with the exception of the SD codes. The new SD codes and all others are described on pages 5.20-21.

### **S5C. Verify the Data Entry of Student Information.**



After all information about the sampled students has been entered, print the Student Information Report from the SDS (Exhibit 5-7) and have someone who did not do the data entry compare it against the list of students. During this check, the person verifying should confirm:

- the correct student names were entered in the SDS,
- the names are complete and spelled correctly, and
- all other available information (locator information, birth date, sex, race/ethnicity, school lunch, SD, and ELL status) is entered completely and correctly.

### **Procedure S6. Run the SDS Data Check and Click “Data Entry Complete”**

---



Next, you should run and print the Data Check in the SDS. This report helps you confirm that you have not entered duplicate information or certain codes as noted below.

The SDS will check for the following when you run the Data Check:

- Missing values
  - First and/or last names
  - Date of birth (month and year), more than 10 percent missing
- Duplicate student records (identical values for name, date of birth, and sex)
- Universal code checks
  - School Lunch—some, but not all, students coded “School not participating” or “School refusal”
  - Race/Ethnicity—some, but not all, students coded “School does not collect this information”

Missing and duplicate student names and birth dates must be corrected before proceeding. Likewise, incorrectly entered universal codes must also be corrected.

After ensuring that the student demographic data are complete and accurate, click on the “Data Entry Complete” button in the lower right of the main SDS screen. After you transmit, that will notify the statisticians at Westat that the more complete data analysis can be run.

This analysis will check to see if the demographic data that the school has provided are accurate by comparing them with the data in the Common Core of Data (CCD) for public schools and the Private School Survey (PSS) for private schools. Though the CCD and PSS data are approximately 2 years old, they still provide the best data against which to compare the data the school has provided. Similar comparisons are done on all E-Filed schools to ensure the highest quality data possible.

If this analysis results in any questions about the data provided by the school, a Student Sampling Summary Report (SSSR) will be generated and displayed in the SCS on the School Edit, “Preassm’t” tab. This report can be printed out and put in the School Folder for use during the preassessment visit. (See chapter 7 for more information about preparing the School Folders.)

These SSSR issues will need to be resolved during the preassessment visit. Discussions on these issues and resolutions to the issues will be recorded on the hard-copy report and entered in the SCS. (See the *SCS User’s Guide* for further discussion of the SSSR in the SCS and chapter 7 for more information on the issues that will be reported on the SSSR.)

**Key Demographic Variables Codes for Student List Submission: NAEP 2008 Arts**

NAEP Demographic Variables	Codes Available at the Time of List Submission	Definitions and Explanations
Sex	<ul style="list-style-type: none"> <li>● Male</li> <li>● Female</li> </ul>	
Race/Ethnicity	<ul style="list-style-type: none"> <li>● White, not Hispanic</li> </ul>	<ul style="list-style-type: none"> <li>● A person having origins in any of the original peoples of Europe (except Spain), North Africa, or the Middle East.</li> </ul>
	<ul style="list-style-type: none"> <li>● Black, not Hispanic</li> </ul>	<ul style="list-style-type: none"> <li>● A person having origins in any of the Black peoples of Africa.</li> </ul>
	<ul style="list-style-type: none"> <li>● Hispanic</li> </ul>	<ul style="list-style-type: none"> <li>● A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish (but not Portuguese) culture of origin, regardless of race.</li> </ul>
	<ul style="list-style-type: none"> <li>● Asian/Pacific Islander</li> </ul>	<ul style="list-style-type: none"> <li>● A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the original peoples of the Pacific Islands. These areas include, for example, China, Japan, India, Korea, the Philippine Islands, Samoa, and Hawaii.</li> </ul>
	<ul style="list-style-type: none"> <li>● American Indian/Alaska Native</li> </ul>	<ul style="list-style-type: none"> <li>● A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community attachment.</li> </ul>

**Key Demographic Variables Codes for Student List Submission: NAEP 2008 Arts  
(continued)**

NAEP Demographic Variables	Codes Available at the Time of List Submission	Definitions and Explanations
Race/Ethnicity (continued)	<ul style="list-style-type: none"> <li>● Other</li> <li>● School does not collect this information.</li> <li>● Information unavailable at this time.*</li> </ul>	<ul style="list-style-type: none"> <li>● “Other” may be used for a person who identifies with more than one of the categories (“multi-racial”) or has a background other than the ones listed.</li> <li>● The code should only be used for <i>private schools</i>.</li> <li>● If schools cannot provide the information when the list is submitted, field staff will collect it during the preassessment visit.</li> </ul>
National School Lunch Program (NSLP)	<ul style="list-style-type: none"> <li>● Student not eligible</li> <li>● Free lunch</li> <li>● Reduced-price lunch</li> <li>● School not participating</li> <li>● Information unavailable at this time.*</li> </ul>	<ul style="list-style-type: none"> <li>● If it is not possible to distinguish between “free” and “reduced price” for some students, code these students as being eligible for free lunch.</li> <li>● Students in schools participating in Provisions 2 or 3 of the NSLP should be coded as “free lunch.”</li> <li>● Under Provisions 2 and 3, schools provide free lunches to all students in the school. Eligibility is determined for a base year and then not updated for 3 to 4 years, or sometimes even longer. Provisions 2 and 3 make it unnecessary for schools to determine student eligibility on an individual basis, and therefore individual eligibility information is either not collected or is out of date.</li> </ul>
Students with Disabilities (SD)	<ul style="list-style-type: none"> <li>● Yes, IEP.</li> <li>● Yes, 504.</li> <li>● Yes, IEP/504 plan in process.</li> <li>● No, not SD.</li> <li>● Information unavailable at this time.*</li> </ul>	<ul style="list-style-type: none"> <li>● NAEP defines a student with a disability (SD) as a student with an Individual Education Program (IEP), 504 plan, or equivalent classification for reasons other than being gifted and talented.</li> <li>● The “IEP/504 plan in process” designation should be used for a student whose IEP or 504 plan is not final. This student will be treated as an SD student on NAEP.</li> <li>● If it is not possible for the school to distinguish between “Yes, IEP” and “Yes, 504” for some students, those students should be coded Yes, IEP.</li> </ul>
English Language Learner (ELL)	<ul style="list-style-type: none"> <li>● Yes, ELL.</li> <li>● No, not ELL.</li> <li>● Formerly ELL (and monitored for AYP reporting).</li> <li>● Information unavailable at this time.*</li> </ul>	<ul style="list-style-type: none"> <li>● An ELL student is a student classified by the school as an English language learner.</li> <li>● If a student has achieved full English proficiency within the previous 2 years and the state includes formerly ELL students in its adequate yearly progress (AYP) reports, the student should be coded as “formerly ELL.”</li> <li>● The Formerly ELL designation is to be used only by schools in states that report such students as ELL for AYP reporting purposes.</li> </ul>
<p>* The code “<b>information unavailable at this time</b>” enables list submitters to convey that the best data will be available in the future. Selection of the “information unavailable at this time” code during list submission will result in the field being left blank when the Administration Schedule and Student Information Report are preprinted, and the blank fields will be updated by field staff during the preassessment visit.</p>		

Exhibit 5-7. NAEP 2008 Student Information Report

October 08, 2007

**NAEP-2008/ARTS STUDENT INFORMATION REPORT**

West Junior High School 9920161

Session # M20801

-D-	-B-	-C-	-E-		-F-	-G-	-H-	-I-	-K-
LINE #	STUDENT NAME	HOME ROOM	MOB	YOB	SEX	RACE/ ETHNICITY	NSLP	SD	ELL
1	ANDERSON, RICHARD ALEXAN	101	7	1994	1	1	2		2
2	BOSTWICK, CAROL	101	10	1994	2	1	1		2
3	COBLE, ASHLEY CHRISTI	323	7	1994	2	1	1	1	2
4	DANIELS, THOMAS	232	12	1994	1	1	1	1	2
5	DWIGGINS, JONATHAN FRANK	252	1	1994	1	1	1		2
6	GAITHER, DEVIN	178	4	1994	1	2	1		2
7	GUZMAN, PEDRO	232	12	1994	1	3	2		1
8	HORN, JOSHUA LOGAN	101	3	1994	1	1	1		2
9	KIPKSY, DANIEL	101	6	1994	1	1	1		2
10	MARRS, BAILEY	232	11	1994	2	1	1		2
11	MORGAN, JUSTIN NOAH	232	9	1994	1	1	1		2
12	OVERTON, CANDACE RENEE	101	8	1994	2	2	1		2
13	QUALLS, CHRIS	178	6	1994	1	5	1	1	1
14	ROTE, NICOLE ELLIN	150	10	1994	2	1	1		2
15	SIFFORD, KELLI DIANNE	232	2	1994	2	2	1		2
16	STEVENSON, GLENDA	101	12	1994	2	2	1		2
17	VOGLER, ZACHARY WHITLO	150	1	1994	1	1	1		2

**STUDENT DEMOGRAPHIC CODES**

<b>Sex:</b> 1=Male; 2=Female	<b>SD:</b> 1=Yes, IEP; 2=Yes, 504; 3=Yes, IEP/504 plan in process; 4=No, not SD; 9= Information unavailable	<b>ELL:</b> 1=Yes; 2=No; 3=Formerly ELL; 9=Information unavailable
<b>Race/Ethnicity</b> 1=White, not Hispanic 2=Black, not Hispanic 3=Hispanic 4=Asian/Pacific Islander	5=American Indian/Alaska Native 6=Other 7=School does not collect this information 9=Information unavailable	<b>National School Lunch Program (NSLP)</b> 1=Student not eligible 2=Free lunch 3=Reduced price lunch 4=School not participating 9=Information unavailable

Exhibit 5-7. NAEP 2008 Student Information Report (continued)

October 08, 2007

**NAEP-2008/ARTS STUDENT INFORMATION REPORT**

West Junior High School 9920161

Session # V20801

-D-	-B-	-C-	-E-		-F-	-G-	-H-	-I-	-K-
LINE #	STUDENT NAME	HOME ROOM	MOB	YOB	SEX	RACE/ ETHNICITY	NSLP	SD	ELL
1	ABATE, MARK	101	4	1994	1	1	1		2
2	BARKER, NICOLE MARIE	150	12	1995	2	2	1		2
3	BURNS, KIMBERLY	101	11	1993	2	2	1	1	2
4	COWDEN, AMANDA LYNN	150	6	1994	2	1	1		2
5	DOSS, TIFFANY DAWN	252	11	1994	2	1	1		2
6	FIELDS, JOSHUA GORDON	252	2	1994	1	1	1		2
7	GRANT, BIANCA NICOLE	220	2	1994	2	2	1		2
8	HENDRIX, JOSHUA RYAN	252	5	1994	1	1	1		2
9	JONES, DOUGLAS	101	6	1994	1	2	1		2
10	LOPEZ, YURINDA GARCIA	232	6	1994	2	3	1	1	1
11	MCDANIELS, JOSEPH BRANDON	101	6	1994	1	1	1		2
12	NORMAN, CASEY M	150	11	1994	2	1	1		2
13	PEEBLES, ELISHA YVONNE	150	10	1994	2	2	1		2
14	RICE, MICHAEL B	101	4	1994	1	1	1		2
15	SEAMON, JANNA	150	8	1994	2	1	1		2
16	SMITH, KIMBERLY SLOAN	101	6	1994	2	1	1		2
17	TUCKER, EVONY DIANNE	150	7	1994	2	2	1		2
18	WHITAKER, CANDIE	150	9	1994	2	1	1		2

**STUDENT DEMOGRAPHIC CODES**

<b>Sex:</b> 1=Male; 2=Female	<b>SD:</b> 1=Yes, IEP; 2=Yes, 504; 3=Yes, IEP/504 plan in process; 4=No, not SD; 9= Information unavailable	<b>ELL:</b> 1=Yes; 2=No; 3=Formerly ELL; 9=Information unavailable
<b>Race/Ethnicity</b> 1=White, not Hispanic 2=Black, not Hispanic 3=Hispanic 4=Asian/Pacific Islander	5=American Indian/Alaska Native 6=Other 7=School does not collect this information 9=Information unavailable	<b>National School Lunch Program (NSLP)</b> 1=Student not eligible 2=Free lunch 3=Reduced price lunch 4=School not participating 9=Information unavailable

## **Procedure S7. Record Information on the Administration Schedules**

### **S7A. Record Sampled Students' Information on the Appropriate Administration Schedules.**



As mentioned previously, the deadline for transmitting samples to Westat so they could be sent to Pearson for preprinted Administration Schedules was November 25, 2007. Since in-field sampling for the Arts will be conducted after that date, you will record sampled students' names and demographic data in the SDS and on the Administration Schedules for the appropriate school and session type. Administration Schedules will be sent to you from Pearson on December 18, 2007 for those schools that did not E-File. These Administration Schedules will be assigned to schools and have booklet ID numbers printed on them.

After you transmit the school's data from the SDS, the in-depth analysis will be run to compare the data with the CCD and PSS data, producing an SSSR when necessary. These data quality checks are important and will be run on the student data for all samples selected before and after November 25.

The results of these checks will be available in the SCS, School Edit, Preassm't tab. See the *SCS User's Guide* for information on printing the SSSR from the SCS.

### **S7B. Verify the Recorded Student Information.**



After all information about the sampled students has been recorded on the Administration Schedules, have someone who did not do the recording compare the Administration Schedules against the list of students.

During this review, the person verifying should check that:

- the correct student names are recorded on the Administration Schedule(s),
- the names are complete and spelled correctly, and
- all other available information (homeroom locator information, birth date, sex, race/ethnicity, school lunch, and SD and/or ELL status) is recorded completely and correctly.

## **Procedure S8. Transmit SDS Data to Westat Daily**

Each time you run a sample and produce sampling line numbers from the SDS, you are creating sampling data; thus, you must transmit your SDS data to Westat every day. Transmitting data provides you with a backup of your data. Data quality checks are also run producing SSSRs, if necessary.

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### 3. Using Other Staff to Assist in Sampling Procedures

You may be using other supervisors or local AAs to assist you with some of the sampling procedures. If supervisors are not available, **you may use AAs if they live either close to you or to the location where student sampling is being conducted, and they have good data entry skills.** Consult your field manager to arrange for staff to help you, if necessary.

After you have drawn the sample, you will be able to transfer school files to staff for the purpose of entering data on the sampled students. After they have entered the student data, they will transfer the school file back to you to import into your computer and transmit to Westat. See the *SDS User's Guide* for more information on transferring student files between you and the staff assisting you.

Other staff can be used in the following ways:

- numbering the students on the list of eligible students,
- double-checking computer lists for correct numbering of students,
- double-checking the identification of selected students on the list,
- entering student information in the SDS,
- checking the data entry for correctness and completeness, and
- printing forms and labels from the SDS for inclusion in the School Folders.

You will need to use your judgment in deciding the most useful way to use other NAEP staff. Above all, it is essential that you always perform the sampling functions and be in a position to recheck all of their work. **Supervisors are ultimately responsible for the accuracy of all sampling and data entry assigned to them.**

## 4. Special Situations

### A. School Will Only Participate If We Assess All Students

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If a school will only participate if we assess all students instead of only the number we expected to sample, you must check with your field manager. This decision will have been made and the request approved or disapproved. The results will be shown in the Sampling tab of the SCS and should not be negotiated with the school. If the request was approved, the SDS will allow an override so that all students are assigned to sessions. (See *SDS User Guide*, section 5.4) These sampled students should be considered part of the sample and given the appropriate Administration Codes.

A Special Situation Form will have been completed for the school and the information recorded in the SCS on the School Edit, Sampling tab (see the *SCS User's Guide*, Appendix F, for more information).

### B. School Will Only Participate If We Assess Fewer Students

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If a school objects to the number of students that we wish to assess, it may be possible to assess fewer students if that is necessary for the school to participate. Check with your field manager to see if this decision has been made.

If fewer students are to be assessed, the student demographic information must be recorded for each student record in the SDS for the session(s) in which some or all students will not be assessed. (Do not enter student names.) If an entire session will not be conducted, the Administration Code for each student must be recorded on the Administration Schedule as Administration Code **49**, Session/subject refused by school.

In some instances, a school may refuse to assess students in a particular subject. In this case, all students who were sampled to be assessed in that subject should be coded with Administration Code **49**, Session/subject refused by school.

It is **not** possible to sample classes of students rather than individual students or to select the sample from a list of students in only some classes.

A Special Situation Form will have been completed for the school and the information recorded in the SCS on the School Edit, Sampling tab (see the *SCS User's Guide*, Appendix F, for more information).

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## C. Sampled On-Break Students in Multi-Track Year-Round Schools

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The instructions for preparing the list of eligible students that is provided to schools (electronically through the MySchool website and the hard-copy version) request that they omit students who will be on break if the school is a multi-track year-round school. If the names of these students are on files or lists, they should clearly be identified as on break. However, occasionally these names are submitted and a few of these students are included in the sample.

If you discover that this has happened in one of your schools, double-check with the school coordinator to ensure that your information is correct. Then, if at all possible, you should use the SDS and resample the school from a new list of eligible students without the names of the students who will be on break.

It is essential that you also double-check the SCS to ensure that the percentage on break has been entered on the School Edit, Sampling tab. This is important for the weights to be calculated properly.

If you cannot resample (for example, you discover the error on or after assessment day), you should give these sampled students the Administration Code **55**, Ineligible-Other. Do not code these students as absent.

## D. Sampling in Private Schools

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Before contacting any of the private schools in your assignment, carefully review the School Folder for that school completed by the gaining cooperation supervisor. The emphasis of the contacts by the gaining cooperation supervisor was gaining cooperation and setting the assessment date. All private schools received a copy of the *NAEP in Your Private School* publication, which outlines the NAEP 2008 program and what is involved for schools, including the responsibilities of the principal and school coordinator. This document also outlines the responsibilities of the NAEP staff. Once a school agreed to participate, other logistics of participating in NAEP were discussed if the school was interested or very cooperative. If it was difficult to obtain cooperation from a school, operational details were not discussed. The School Folder will contain a list of materials that have been sent to the schools, such as the *Arts Frameworks* or *Sample Questions Booklets*. The Private School Data Collection Form (also in the School Folder) should be completed by the assessment supervisor during the call to discuss sampling. Some are complete; others will be partially complete. Review the form carefully before your first call and highlight the information that is missing.

Many private schools indicated an interest in E-Filing, but it is likely that you will sample in most private schools. In these schools, you will send the NAEP 2008 Preparing Student Lists for NAEP form before you visit the school to sample. This document can be printed or

e-mailed from your desktop NAEP Documents folder or from the Westat Materials Ordering System document download feature.

Schools may mail you the lists for sampling, but if there are any concerns about student data being mailed, you should visit the school to select the student sample. Because most private schools are small, we will take all students in most schools. In several schools where enrollment in the sampled grade was higher than our maximum number, the school would only agree to participate if we would assess all students. These requests went to the home office for approval. If such a request was approved, it will be noted in the School Folder.

## Chapter 5 Summary

Now that you have completed this chapter, you should be able to:

- be prepared for the in-field sampling procedures;
- ensure that the list of students submitted by each school for in-field sampling is accurate, complete, and up to date;
- understand how to handle students who will be on break in year-round multi-track schools;
- identify the sampled line numbers on the school's list after selecting the sampled line numbers with the SDS;
- enter information about the sampled students in the SDS and on the Administration Schedules, if necessary; and
- understand the importance of double-checking each critical step in the student sampling procedures.